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An Overview of P-16 Education in Tennessee

Presented to the Tennessee Alliance for
Continuing Higher Education

November 14, 2002



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Primary Priorities Tennessee's P-16 Efforts

- Improve student learning at all levels and strengthen the connections between PreK-12 and higher education.
- Ensure that all students have access to competent, caring and qualified teachers.
- Increase public awareness of the link between an educated citizenry and a healthy economy.



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Policy Areas of Emphasis

- Improve educational attainment levels
- Better prepare more students for college
- Ensure successful transitions across educational levels
- Improve teacher retention
- Improve data systems



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Why P-16, Why Now?

- Baby boom echo
- Critical importance of post-secondary education
- Need for better informed public policy
- Competitive disadvantage



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Policy Concerns - Student Learning

- Are all students ready for high school?
- Are all students ready for postsecondary education?
- Do high school standards/ curriculum match what students need for college and/or the general workforce?
- Do students know what it takes to be fully prepared for college?
- Do students and parents know if they are on track?



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Curriculum Alignment: Why is it important?

- Remediation at college level is partly due to differences in assessments administered to prospective college students
- Different tests do not measure the same types of skills and knowledge
- So students receive conflicting signals regarding competencies needed for success in college

From Michael Kirst of The Bridge Project



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Policy Concerns - Teacher Education

- What are the challenges in having a quality teacher work force?
- How does Tennessee recruit and retain new teachers?
- Are our colleges producing a sufficient number of quality graduates?
- Do current policies target state and district problems?
- Do policymakers have the information they need about teachers?



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Policy Concerns - Public Awareness

Building relationships between families and schools.

- Children learn values, attitudes, behaviors and skills at home that prepare them to be lifelong learners.
- One of the National Education Goals - Goal 8 - explicitly links families and schools by promoting partnerships that increase parent participation in facilitating the social, emotional and academic growth of children.
- Unfortunately, few schools have meaningful contact with parents before children enter kindergarten, a pattern that exists at other transition points for children and youth in grades 3-12.



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Policy Concerns - Public Awareness

Sharing academic performance data.

- Why is it that students' academic performance in college is not routinely shared with the high schools that prepared them?
- Why isn't it known whether the college-prep curriculum in high schools is in fact effectively preparing all students for success in college?
- Why isn't more known about the success or failure of transfer students moving from community colleges to four-year institutions?
- Data such as these will enable education and policy leaders to pinpoint which students are being left behind.



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Measuring Up 2002

The importance of *Measuring Up 2002* is that it provides state policymakers with the opportunity to examine the ability of higher education to meet the needs of the state population in terms of educational, economic, and social development.

The study clearly notes that the future health and welfare of states will be determined by their current educational capacities.



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Indicators in Measuring Up 2002

- **Preparation:** measures how well K-12 systems prepare students for college-level education and training.
- **Participation:** addresses the opportunity for state residents to enroll in higher education.
- **Affordability:** measures whether students and families can afford higher education, given current economic circumstances and levels of financial aid.
- **Completion:** addresses whether students continue through their educational program to earn degrees.
- **Benefits:** this category includes the economic and societal benefits that states receive as a result of having a well-educated workforce.



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The Significance of Measuring Up 2002

- The report provides policymakers with an objective set of information to assess the relative health of their systems of higher education.
- The report forces policymakers to look at educational issues from a macro, rather than micro level. In their analysis of state-wide governance and policy concerns, Callan et. al. contend that disproportionate attention has historically been given to institutional rather than state-wide needs/issues.
- Through macro-oriented lenses, the central concern for states should be whether their residents are able to participate in the a system of education that provides opportunities to obtain the benefits that accrue to those with higher learning.
- In this regard, reports such as *Measuring Up* are critical to guide both institutional and state policymakers by shining light on key system-wide measures of performance.

Measuring Up 2002 - Tennessee

<u>Category</u>	<u>2000</u>	<u>2002</u>
I. PREPARATION:	C-	D-
II. PARTICIPATION:	D-	D+
III. AFFORDABILITY:	C	D-
IV. COMPLETION:	C	C+
V. BENEFITS:	D+	D+





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Measuring Up 2002 - Tennessee

- Tennessee is in a national race to develop a knowledge-based society that facilitates competition in the information marketplace. The academic imperative to maximize the achievement of all students must come to the forefront.
- Major gains are unlikely unless higher education works cooperatively with the K-12 sector to ensure that students are prepared for college, educational costs remain affordable, and a greater percentage of students to enter and graduate from college on time.
- By bringing these pieces of the puzzle together, TN will eventually be able to realize a higher degree of performance on the criteria in *Measuring Up*.

Educational Attainment among SREB States

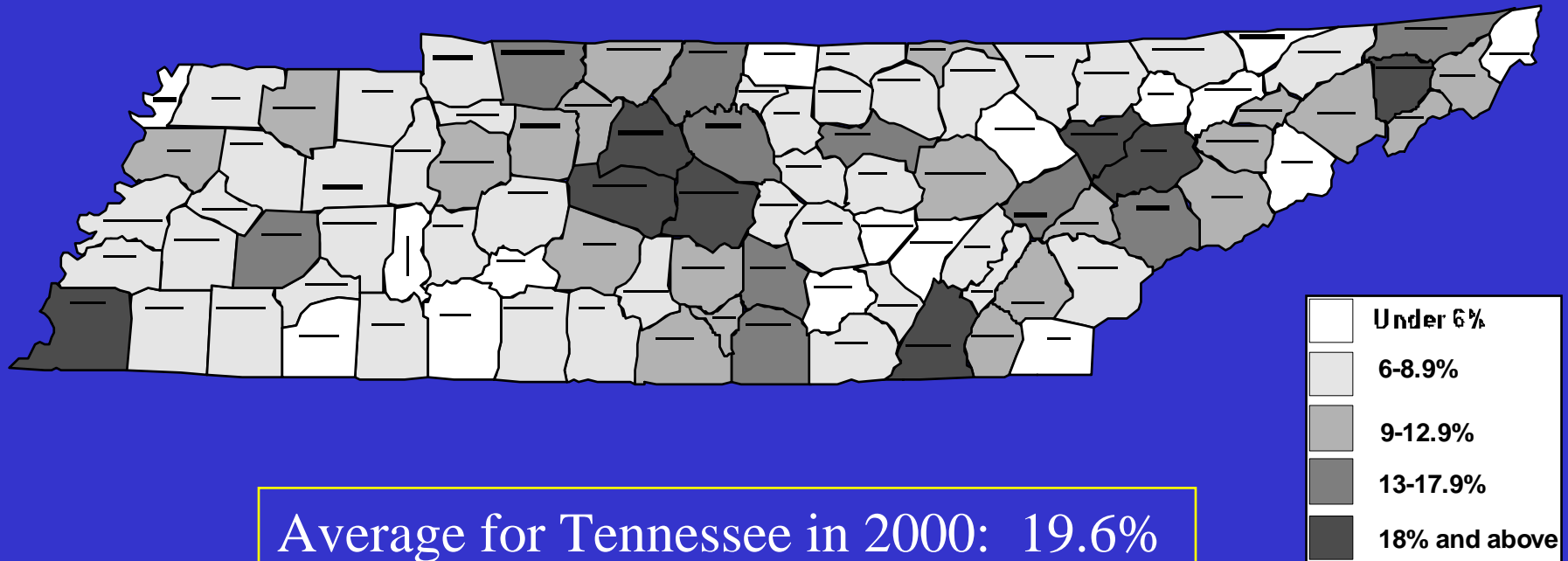
Percentage of Population 25 or Older with a Bachelor's Degree (2000 Full Census)					
	1990	1995	1999	2000	% Change
United States	20.3%	23.0%	25.2%	24.4%	4.1%
SREB States	18.6%	19.9%	21.7%	22.4%	3.8%
Alabama	15.7%	17.3%	21.8%	19.0%	3.3%
Arkansas	13.3%	14.2%	17.3%	16.7%	3.4%
Delaware	21.4%	22.9%	24.0%	25.0%	3.6%
Florida	18.3%	22.1%	21.6%	22.3%	4.0%
Georgia	19.6%	22.7%	21.5%	24.3%	4.7%
Kentucky	13.6%	19.3%	19.8%	17.1%	3.5%
Louisiana	16.1%	20.1%	20.7%	18.7%	2.6%
Maryland	26.5%	26.4%	34.7%	31.4%	4.9%
Mississippi	14.7%	17.6%	19.2%	16.9%	2.2%
North Carolina	17.4%	20.6%	23.9%	22.5%	5.1%
Oklahoma	17.8%	19.1%	23.7%	20.3%	2.5%
South Carolina	16.6%	18.2%	20.9%	20.4%	3.8%
Tennessee	16.0%	17.8%	17.7%	19.6%	3.6%
Texas	20.3%	22.0%	24.4%	23.2%	2.9%
Virginia	24.5%	26.0%	31.6%	29.5%	5.0%
West Virginia	12.3%	12.7%	17.9%	14.8%	2.5%

TN ranked 10th in the SREB in 2000, an increase of one position over 1990.

To reach the average attainment level of our border states, we need to create 181,530 additional college graduates



Percent of Population with a Bachelor's Degree - 2000



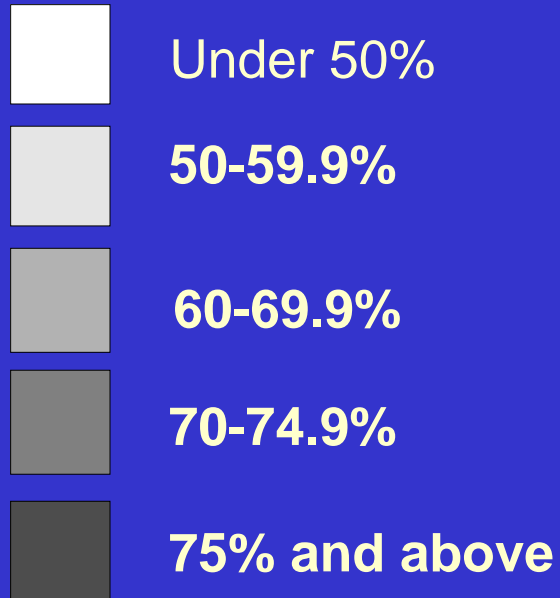
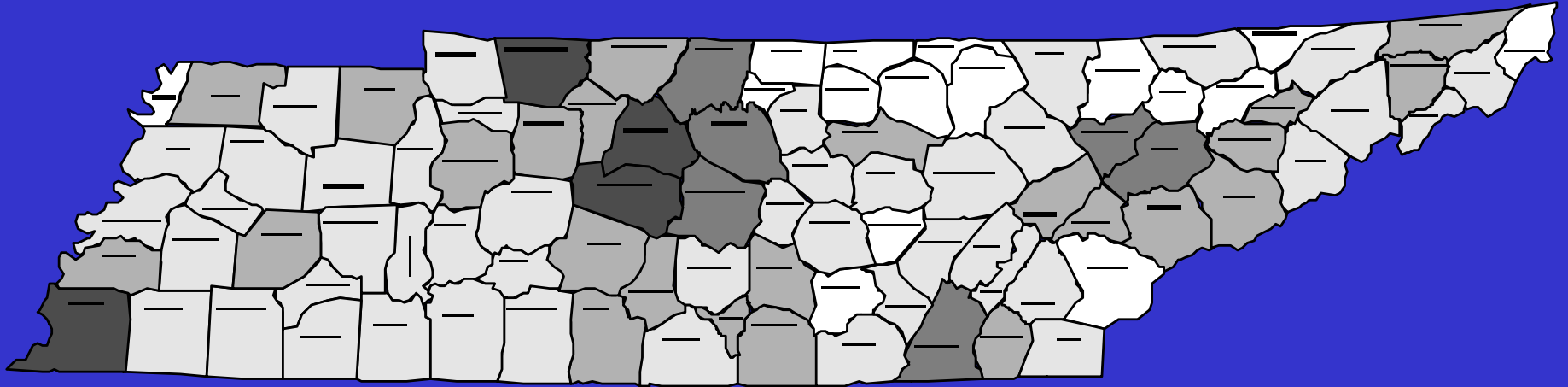
Average for Tennessee in 2000: 19.6%

Average for U.S. in 2000: 24.4%

In 75 of Tennessee's 95 counties, 15% or less of the overall population aged 25 and older hold a college degree.

In 41 counties, 10% or less hold a college degree.

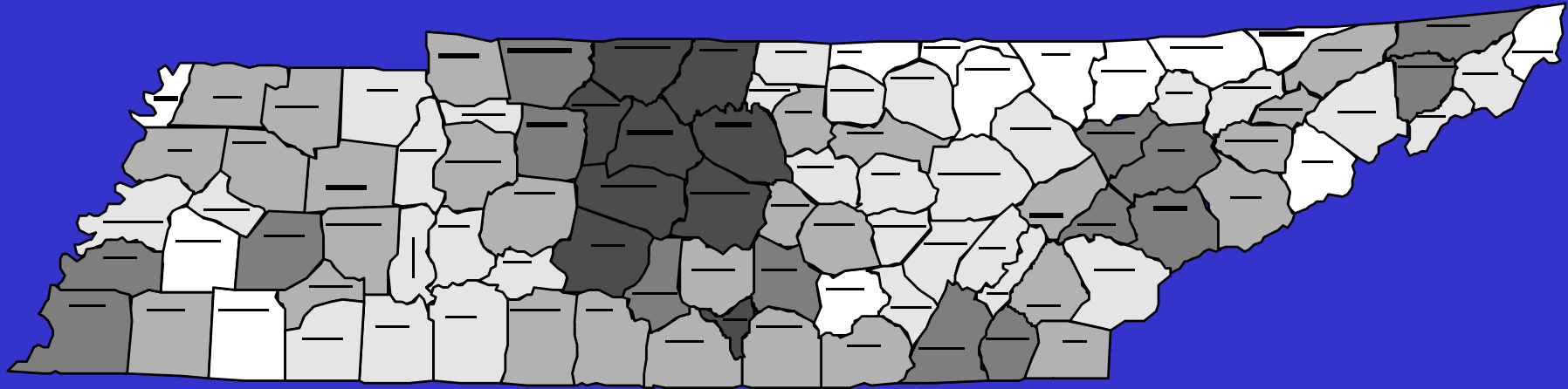
Percent of Population with a High School Degree - 2000



Average for the State of
Tennessee in 2000 **75.9%**
National Average **80.4%**



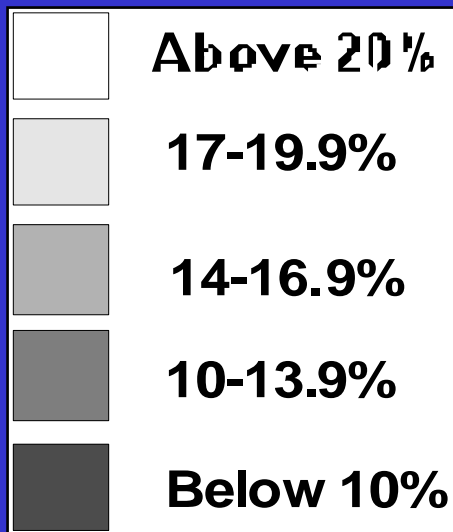
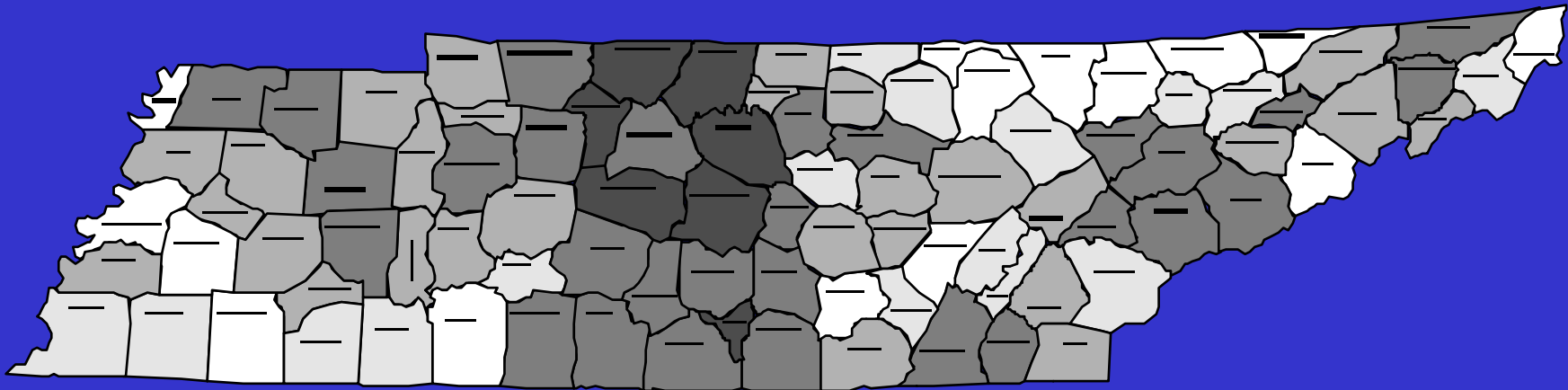
Median Household Income - 2001



Median Household Income for
State of Tennessee, 2001
\$36,542
U.S. Average: **\$42,973**



Percent of Population in Poverty - 2001



Examples of Poverty Thresholds in 2001

Family of four (2 children under 18) -
\$17,960

Family of five (3 children under 18) -
\$21,665



The Progressive Policy Institute - New Economies Index

STATES BY RANK					
Rank 2002	Score 2002	State	Rank 1999	Score 1999	Rank Change
1	90	Massachusetts	1	82.3	0
2	86.2	Washington	4	69	2
3	85.5	California	2	74.3	-1
4	84.3	Colorado	3	72.3	-1
5	75.6	Maryland	11	59.2	6
8	72.1	Virginia	12	58.8	4
9	70.5	Delaware	9	59.9	0
14	67.6	Texas	17	52.3	3
18	62.7	Florida	20	50.8	2
22	60.1	Georgia	25	46.6	3
26	57.5	NC	30	45.2	4
34	54.1	Oklahoma	40	38.6	6
39	52.2	Tennessee	31	45.1	-8
41	51.1	SC	38	39.7	-3
42	48.6	Kentucky	39	39.4	-3
45	45.9	Louisiana	47	28.2	2
47	45.3	Alabama	44	32.3	-3
48	41.7	Arkansas	49	26.2	1
49	40.9	Mississippi	50	22.6	1
50	40.7	West Virginia	48	26.8	-2

- TN rank declines by 8 in three years
- Historically, the economies of states such as TN depend on natural resources, or on mass production manufacturing, and rely on low production costs rather than innovative capacity, to gain a competitive advantage.
- Innovative capacity (derived through universities, R&D investments, scientists and engineers, and entrepreneurial drive) is increasingly what drives competitive success in the New Economy.





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Questions?

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